

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This research employed a qualitative case study to explore the students' perceptions of the implementation of Problem-Based Learning (PBL) at SMKN 8 Medan. The findings from questionnaires and interviews revealed that students perceived PBL positively. They agreed that PBL encourages independent learning, enhances collaboration, improves writing skills, and aids their understanding of procedural texts. Four indicators assessed student perceptions: Curiosity and Independent Learning, Collaboration and Communication, Organization and Writing Process, and Vocabulary and Writing Skills Development. The results showed that students found PBL engaging and motivating, particularly in learning procedural texts. It fostered critical thinking, effective teamwork, and the practical application of their writing skills while making the learning process more interactive and meaningful. This study stands out for its focus on Grade X Culinary Arts 5 students, emphasizing how PBL supports their vocational training by addressing specific needs related to procedural texts in a culinary context. The findings also suggest that PBL is more effective when applied to students with a basic understanding of the subject matter and sufficient motivation to engage in problem-solving activities. The X Culinary Arts 5 students' familiarity with culinary practices and their hands-on learning background made them well-suited to adapt to the collaborative and practical

aspects of PBL. While some students mentioned challenges in organizing their writing, most agreed that PBL made learning more student-centered, cooperative, and valuable. In conclusion, PBL is an effective teaching method for procedural texts, especially in vocational education. By aligning English language instruction with vocational training, this research highlights the potential of PBL to bridge academic skills with real-world applications, offering valuable insights for teachers and curriculum designers. This contribution is particularly significant in vocational education, where practical skills are essential for student success.

### **B. Suggestion**

Based on the research findings, the researcher provides several suggestions for teachers, students, and future researchers regarding the implementation of Problem-Based Learning (PBL) in teaching procedural texts. For teachers, it is essential to consider students' needs and learning preferences to enhance their motivation and engagement in learning. Utilizing student-centered models like PBL allows students to develop critical thinking and problem-solving skills. Teachers are encouraged to provide clear guidance, structured group activities, and relevant real-life problems to ensure students can fully benefit from this model. Moreover, consistently monitoring students' progress and offering additional support—particularly to those facing challenges managing their time or organizing their ideas—are crucial. Students are advised to participate actively in the learning process by participating in discussions, collaborating with peers, and engaging in problem-solving activities. Since PBL requires independent thinking and teamwork, students should continuously develop communication and critical

thinking skills. They are also encouraged to utilize additional resources, such as instructional videos, sample texts, and writing exercises, to strengthen their understanding of procedural texts. For future researchers, this study can serve as a valuable reference for conducting similar research related to PBL or other student-centered learning strategies. Future studies might explore different skill areas at various educational levels or compare PBL with other teaching methods to gain deeper insights into its effectiveness. Additionally, involving more participants or using diverse research instruments is recommended to obtain broader results.

